



Barnwell 19 School District

297 Pascallas Street
Blackville, S.C. 29817

Grades PK-12 District
Enrollment 814 Students
Superintendent Dr. Teresa L. Pope 803-284-5605
Board Chair Mr. Steve McCormack 803-284-0215

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	Below Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

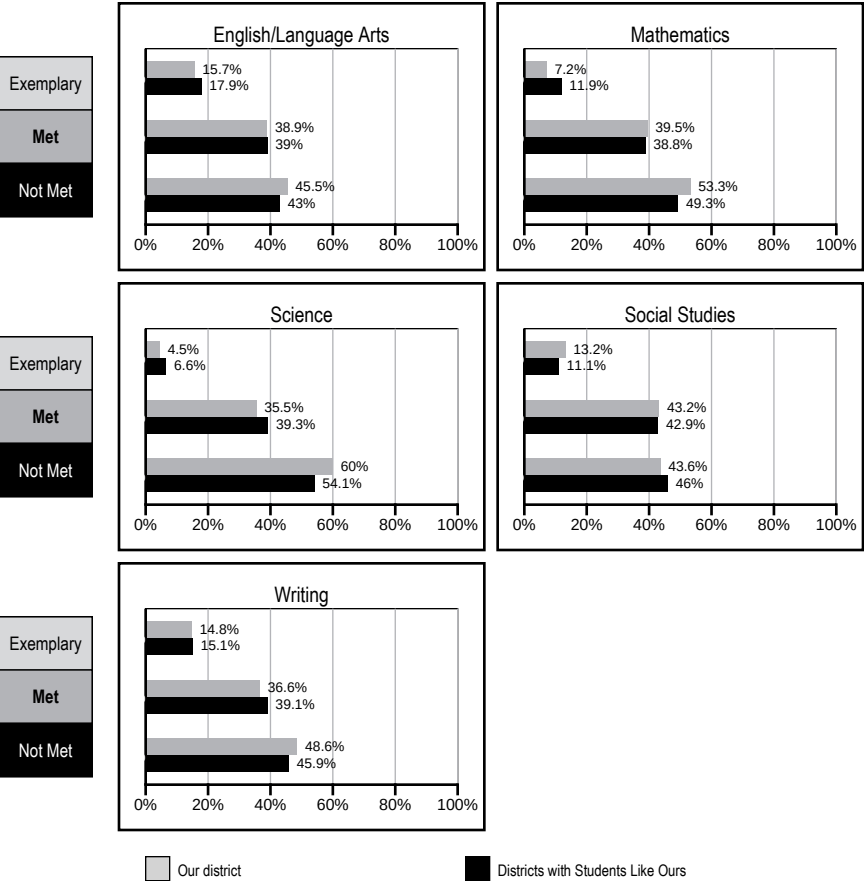
98.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	6	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	68.6%	62.9%	67.6%	66.1%	70.8%	61.6%
Passed one subtest	7.8%	18.6%	26.8%	17.5%	15.3%	20.1%
Passed no subtests	23.5%	18.6%	5.6%	16.4%	14.0%	18.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	58.7%	59.4%
English 1	47.2%	48.0%
Physical Science	17.7%	32.0%
US History and the Constitution	18.2%	18.1%
All Subjects	36.3%	40.1%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=814)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	5.8%	Down from 6.2%	3.8%	3.1%
Attendance rate	95.7%	Up from 95.3%	95.2%	95.7%
Eligible for gifted and talented	4.8%	Up from 3.1%	5.1%	11.2%
With disabilities other than speech	11.6%	Down from 12.4%	11.6%	10.6%
Older than usual for grade	8.1%	Down from 8.4%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.4%	Down from 7.7%	0.4%	0.5%
Enrolled in AP/IB programs	7.7%	Up from 7.6%	5.9%	10.5%
Successful on AP/IB exams	N/A	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	35.7%	Up from 20.3%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	3	Up from 1	24	40
Completions in adult education GED or diploma programs	1	Up from 0	12	30
Annual dropout rate	7.9%	Up from 4.4%	3.4%	3.4%
Teachers (n=64)				
Teachers with advanced degrees	50.0%	Up from 46.0%	53.8%	56.8%
Continuing contract teachers	75.0%	Up from 73.0%	61.2%	76.7%
Teachers with emergency or provisional certificates	8.5%	Down from 8.6%	11.9%	4.6%
Teachers returning from previous year	83.2%	Down from 83.8%	81.0%	88.4%
Teacher attendance rate	94.9%	Up from 94.6%	95.0%	95.0%
Average teacher salary*	\$41,606	Up 3.0%	\$44,158	\$46,992
Vacancies for more than nine weeks	1.6%	Up from 0.0%	2.1%	0.4%
Professional development days/teacher	14.3 days	Down from 20.0 days	13.3 days	13.1 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.1 to 1	18.9 to 1	20.5 to 1
Prime instructional time	89.2%	Up from 87.3%	88.9%	89.8%
Dollars spent per pupil**	\$11,135	Up 12.0%	\$11,363	\$9,279
Percent of expenditures for teacher salaries**	45.4%	Down from 47.0%	47.3%	52.7%
Percent of expenditures for instruction**	59.4%	Up from 51.8%	52.1%	56.7%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.1%	3.5%
Average age in years of school facilities	33 Years	Up from 32 Years	33 Years	28 Years
Number of schools with SACS accreditation	3.0	No Change	4.0	8.0
Parents attending conferences	100.0%	Up from 94.0%	92.1%	93.9%
Average administrator salary	\$68,865	Up 7.0%	\$74,796	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	48	81.3%	281	36.3%	63	54.0%	No
Gender							
Male	24	83.3%	126	32.5%	28	53.6%	N/A
Female	24	79.2%	155	39.4%	35	54.3%	N/A
Racial/Ethnic Group							
White	10	90.0%	47	53.2%	17	41.2%	N/A
African American	38	78.9%	231	32.0%	46	58.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	55	9.1%	10	20.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	36	77.8%	245	34.7%	47	53.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	81.3%	90.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	63	188
Number of Diplomas	34	133
Rate	54.0%	71.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	385	438	442	437	393	421	1219	1296		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	14.3	15.0	18.8	16.9	15.6	16.1	17.6	17.6	16.5	16.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	20.6 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Our work during the 2008-2009 school year was driven by the theme for the year – "Blackville-Hilda Public Schools: Where Goals are Set and Challenges Met." We focused on six major areas: Academic Achievement, Instructional Technology, Parental/Community Involvement, Citizenship/Character Education, Goal Alignment between School and District, and Facility Improvement.

The instructional program was more rigorous and relevant with an emphasis on preparing students to meet state standards. Teachers received support from district staff, leadership teams, principals, consultants, instructional coaches, and specialists with a focus on analyzing data and monitoring instructional practices. Professional development was provided to advance the knowledge of staff and to assist them in working more effectively with students. Student success was our major goal for the year and we continue to research and evaluate achievement and performance through standardized and informal assessments. Awards programs were held at the end of each nine-week reporting period to reward students for their accomplishments.

We received an E2T2 grant which provided laptops for all of our students in grades 7 and 8. This grant also allowed us to add a technology coach to work with our students, parents, teachers, and staff on utilizing technology to support instruction. Promethean Boards were used in classrooms at each school as an interactive tool to engage students in the learning process.

A parent group, Parents and Leaders United for Success (PLUS), was organized to meet monthly with the superintendent to share ideas and make suggestions. Communication with parents and community members was improved through the implementation of "AlertNow," a phone recorded message system, and a newly designed web page.

In keeping with our mission, we set a goal to emphasize the importance of citizenship, character, service, and good behavior. Clubs and organizations in each school incorporated these components in their work for the year.

The District Leadership Team met weekly to ensure coordination of activities to align school and district goals. A new five-year facility improvement plan was developed with work already underway to address needs, modify existing structures, and guarantee that our students and staff have access to a safe, clean, and structurally sound learning environment.

We have enjoyed the benefits of team work and collaboration. It takes everyone working together with shared plans and goals to realize positive results. With continued support and cooperation, we anticipate reaching our goals and meeting all challenges with optimism and determination. Thank you for your role in the educational process at Blackville-Hilda Public Schools.

Sincerely,
Teresa Larke Pope, Ph.D.
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Macedonia Elementary	R-DELAY

The Barnwell 19 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	345	100.0	45.3	39.3	15.4	69.8	82.8	Yes	Yes
Gender									
Male	177	100.0	46.7	39.6	13.6	65.7	79.3	N/A	N/A
Female	168	100.0	43.8	38.9	17.3	74.1	86.5	N/A	N/A
Racial/Ethnic Group									
White	81	100.0	29.5	42.3	28.2	79.5	89.5	Yes	Yes
African American	255	100.0	50.0	38.9	11.1	66.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	59	100.0	77.6	20.7	1.7	34.5	52.0	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	5	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	314	100.0	45.5	38.9	15.6	70.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	345	99.7	53.0	39.7	7.3	58.2	78.9	Yes	Yes
Gender									
Male	177	99.4	53.0	36.9	10.1	60.1	77.0	N/A	N/A
Female	168	100.0	53.1	42.6	4.3	56.2	80.9	N/A	N/A
Racial/Ethnic Group									
White	81	100.0	51.3	37.2	11.5	65.4	87.2	Yes	Yes
African American	255	99.6	54.7	39.9	5.3	55.1	66.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	59	100.0	89.7	10.3	N/A	24.1	45.5	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	5	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	314	99.7	52.7	40.3	7.0	57.3	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	225	100.0	59.6	36.2	4.1	40.4	67.5
Gender							
Male	118	100.0	51.7	44.0	4.3	48.3	67.0
Female	107	100.0	68.6	27.5	3.9	31.4	68.0
Racial/Ethnic Group							
White	54	100.0	49.1	43.4	7.5	50.9	79.5
African American	162	100.0	63.5	33.3	3.2	36.5	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	40	100.0	90.0	10.0	N/A	10.0	35.6
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	5	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	206	100.0	61.3	34.2	4.5	38.7	55.1

Social Studies

All Students	230	99.6	43.3	43.3	13.4	56.7	72.3
Gender							
Male	115	99.1	43.4	40.6	16.0	56.6	71.5
Female	115	100.0	43.2	45.9	10.8	56.8	73.2
Racial/Ethnic Group							
White	60	100.0	38.6	38.6	22.8	61.4	80.7
African American	165	99.4	45.8	45.2	9.0	54.2	60.0
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	39	97.4	83.8	16.2	N/A	16.2	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	2	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	211	100.0	44.5	42.0	13.5	55.5	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	347	99.4	48.0	35.7	16.2	52.0	70.2	95.7	96.1
Gender									
Male	177	98.9	51.8	34.5	13.7	48.2	63.2	95.4	96.0
Female	170	100.0	44.2	37.0	18.8	55.8	77.5	96.0	96.3
Racial/Ethnic Group									
White	83	100.0	35.0	40.0	25.0	65.0	79.1	94.2	95.9
African American	255	99.2	52.0	35.2	12.7	48.0	57.6	96.2	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	96.7	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	62.6	93.8	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	92.5	94.9
Disability Status									
Disabled	57	100.0	80.7	19.3	N/A	19.3	26.1	95.2	95.2
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	54.7	95.7	96.5
Limited English Proficient									
Limited English	5	I/S	I/S	I/S	I/S	I/S	61.2	94.1	96.8
Socio-Economic Status									
Subsidized meals	317	99.7	48.7	34.9	16.4	51.3	58.9	95.7	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100.0	40.7	38.9	20.4	59.3
	4	53	100.0	36.5	42.3	21.2	63.5
	5	67	100.0	50.0	29.7	20.3	50.0
	6	52	100.0	44.0	48.0	8.0	56.0
	7	58	100.0	55.6	31.5	13.0	44.4
	8	60	100.0	43.9	47.4	8.8	56.1
Mathematics							
2009	3	55	98.2	62.3	34.0	3.8	37.7
	4	53	100.0	38.5	48.1	13.5	61.5
	5	67	100.0	57.8	34.4	7.8	42.2
	6	52	100.0	36.0	56.0	8.0	64.0
	7	58	100.0	50.0	40.7	9.3	50.0
	8	60	100.0	70.2	28.1	1.8	29.8
Science							
2009	3	26	100.0	69.2	26.9	3.8	30.8
	4	53	100.0	53.8	42.3	3.8	46.2
	5	33	100.0	69.7	30.3	N/A	30.3
	6	27	100.0	61.5	38.5	N/A	38.5
	7	58	100.0	51.9	38.9	9.3	48.1
	8	28	100.0	63.0	33.3	3.7	37.0
Social Studies							
2009	3	29	100.0	35.7	50.0	14.3	64.3
	4	52	100.0	39.2	51.0	9.8	60.8
	5	34	97.1	46.7	40.0	13.3	53.3
	6	25	100.0	25.0	70.8	4.2	75.0
	7	58	100.0	53.7	24.1	22.2	46.3
	8	32	100.0	50.0	40.0	10.0	50.0
Writing							
2009	3	55	100.0	61.1	20.4	18.5	38.9
	4	53	98.1	52.9	29.4	17.6	47.1
	5	67	100.0	50.0	37.5	12.5	50.0
	6	53	100.0	40.4	48.1	11.5	59.6
	7	59	100.0	40.0	36.4	23.6	60.0
	8	60	98.3	43.9	42.1	14.0	56.1

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	72	98.6	10.1	63.8	10.1	15.9	46.4	61.8	No	Yes
Male	41	100.0	12.5	57.5	10.0	20.0	47.5	57.4	N/A	N/A
Female	31	96.8	6.9	72.4	10.3	10.3	44.8	66.1	N/A	N/A
White	11	90.9	N/A	44.4	44.4	11.1	77.8	74.3	I/S	I/S
African American	61	100.0	11.7	66.7	5.0	16.7	41.7	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	61	98.4	12.1	65.5	8.6	13.8	41.4	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	72	98.6	27.5	42.0	18.8	11.6	39.1	62.7	No	Yes
Male	41	100.0	20.0	42.5	22.5	15.0	47.5	61.8	N/A	N/A
Female	31	96.8	37.9	41.4	13.8	6.9	27.6	63.6	N/A	N/A
White	11	90.9	11.1	44.4	11.1	33.3	55.6	75.1	I/S	I/S
African American	61	100.0	30.0	41.7	20.0	8.3	36.7	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	61	98.4	31.0	44.8	13.8	10.3	32.8	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	72	97.2	91.7	4.2	1.4	N/A	N/A	N/A	N/A	N/A
Male	41	97.6	87.8	7.3	2.4	N/A	N/A	N/A	N/A	N/A
Female	31	96.8	96.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	11	90.9	81.8	9.1	N/A	N/A	N/A	N/A	N/A	N/A
African American	61	98.4	93.4	3.3	1.6	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	61	96.7	90.2	4.9	1.6	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	70	100.0	28.4	38.8	26.9	6.0	40.3	69.7
	2009	72	98.6	10.1	63.8	10.1	15.9	46.4	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	70	100.0	26.9	37.3	26.9	9.0	44.8	67.2
	2009	72	98.6	27.5	42.0	18.8	11.6	39.1	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate, grades K-8	95.7%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.